

Peculiarities of psychological competence formation of university teachers in inclusive educational environment

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Abstract

© 2017 Authors. The relevance of the issue covered in the paper is substantiated by the need to form secondary university teachers' readiness and abilities to work with university students with limited health opportunities. The paper provides the research results and experience of psychological skills formation in university teachers as part of their professional competency in issues of inclusive education environment arrangement. The main research method is pedagogic experiment (stating, forming and control) aimed to reflect quality characteristics and dynamics of teachers' psychological readiness to work in inclusive education environment. The paper suggests empirical data to determine factors that prevent humanistic relationships between the participants of educational process-teachers and university students. The paper proposes the program of teachers' advanced training and retraining to develop appropriate psychological knowledge and emotional-volitional features for efficient professional activity in the context of inclusion. The materials in the paper are of scientific and practical value for future teachers' training at higher education institutions, and for the system of teaching staff advanced training and retraining, as well.

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Keywords

Inclusive educational environment, Professional competency, Psychological competency, Special educational needs, Students with limited health opportunities

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